

The Impact of Mentoring Experiences on Academic Librarians'
Career Trajectory and Job Satisfaction

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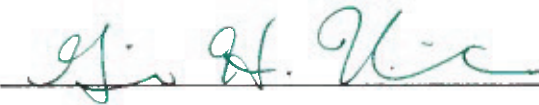
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This thesis was long overdue. I started this degree program while I was a librarian at Valdosta State University. After having children, working at Fort Lewis College in Durango, Colorado, and now at Wichita State University, I am honestly surprised that I have completed this requirement. It was a major undertaking, and not only for me. There are many who have helped me who I would like to recognize.

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Chapter I

INTRODUCTION

Currently, mentoring is a topic of vigorous discussion in higher education. This is particularly true among academic librarians. Leaders within the profession, such as Maggie Farrell (2019), actively publish in this area. Conference proceedings of the Association of College and Research Libraries also reflect pervasive interest in researching and discussing this subject. Because the concept of mentoring is ill-defined (Dawson, 2014), few answers have come out of these discussions—rather, more questions are raised. Dawson (2014) finds that “definitional differences of mentoring have been the subject of three decades of mentoring research” (p. 137). Far from resolving the issue, research in this area actually added to the problem by increasing the number of definitions significantly (Dawson, 2014).

This study contributes to the conversation around mentoring in academic libraries by describing current practices regarding formal and informal mentoring. Additionally, the potential relationship between mentoring experiences and both career satisfaction and advancement into academic library leadership is considered.

The focus of the project is academic librarians because of their unique situation within libraries and academia. Their jobs are similar to public or special librarians’, and similar to other faculty who teach in the subject areas, but different enough to merit specific investigation. A librarian who moves from public to academic libraries would be likely to find themselves in need of mentoring—at the very least, in order to become

acclimated to academic culture, organization, governance, and any promotion and tenure expectations their position entails. Although helpful to have a faculty mentor from outside the library to help with general expectations of academic institutions, only another academic librarian truly understands the role that librarians play balancing traditional library service to the academic community and developing expertise and research interests of one's own.

Participants in this survey-based study were currently employed academic librarians in the United States. An emphasis on disseminating the survey to those in administrative positions ensured that part of the population had advanced into this realm of academic librarianship, which was necessary for a diversity of experience around mentoring's impacts.

Three research questions were as follows:

1. Have significantly more academic library leaders benefited from a mentoring relationship early in their careers than academic librarians in non-administrative roles?
2. Do those who have had the benefit of a mentoring relationship feel significantly more overall satisfaction with their career trajectory?
3. What kinds of mentoring have academic librarians and leaders experienced and at which career stages?

This research will help academic librarians choose which types of mentoring, if any, they want to pursue. It will help administrators and those advanced in their careers steer early-career librarians towards mentoring experiences that will be beneficial for them. It also makes a case for appreciating the role of informal mentoring of academic

librarians. Insufficient research has been conducted surrounding informal mentoring; this study builds upon that research.

In the next chapter, a review of the literature will contextualize this research project by centering it within the existing body of knowledge. Following the literature review, research methods will be described in detail. Results will be presented and analyzed, including recommendations for further study.

Chapter II

LITERATURE REVIEW

The topic of mentoring has received attention across all varieties of publication - books, dissertations, scholarly articles, trade publications, conference proceedings, newspaper columns, popular magazines, blogs, tweets, TED talks, and more. A survey of the literature in this area reveals a fair amount of breadth, and the rate at which it is being published is rapid as well. Works tend to focus on the benefits of mentoring for individuals, mentees in particular, and organizations in terms of retention and succession planning (Neyer & Yelinek, 2011). One area that has not been studied in as much depth as would be useful is the impact of mentoring practices in academic libraries (Kirchmeyer, 2005). In particular, it would be helpful to academic librarians and their administrators to have a better understanding of the ways in which they do or do not benefit from increases in job satisfaction and/or career successes in relationship to their engagement with emerging variations of mentoring relationships. Academic librarians are a unique population as they have different job duties than their public and special librarian colleagues as well as their traditional teaching faculty peers (Lorenzetti & Powelson, 2015). Although much can be gleaned about mentoring in other disciplines, academic librarians' distinctiveness necessitates careful consideration of this population's mentoring needs and gains in isolation.

Mentors and Mentoring

Mentoring discourse has long focused on the norms of the traditional dyad: one experienced professional who is assigned to guide the professional development of one novice entering the field. In fact, this concept of mentoring has been traced back thousands of years. Several researchers (Mavrinac, 2005; Ross, 2013; Hammill, Solis, & Gonzalez, 2017) have noted links to classical Greece, including the tale of Odysseus. Ross (2013) found the emergence of the concept even further back with “the master apprentice concepts found in ancient China” (p. 414). This is overwhelmingly the type of mentoring referred to in the literature generally, whether explicitly defined or assumed.

The *Oxford English Dictionary* (1750) defines a mentor as “originally (in form Mentor): a person who acts as guide and adviser to another person, esp. one who is younger and less experienced. Later, more generally: a person who offers support and guidance to another; an experienced and trusted counsellor or friend; a patron, a sponsor” (section 1a). Kirchmeyer similarly defines a mentor as “a high ranking member of the profession who is committed to facilitating the career of a less experienced person by providing support and guidance and serving as a role model” (2005, p. 648). This person would play an active role in developing a mentee’s career.

There seem to be roughly as many definitions of mentoring as there are authors defining the concept. Zachary (2005) acknowledges this as a situational issue: “How individuals and organizations define mentoring depends on past history, training, and experiences” (p. 3). In order to bring about greater clarity, definitions of mentoring will be sorted into formal and informal categories.

Formal mentoring defined.

According to Kram's seminal work, mentoring can be described as "a relationship between a young adult and an older, more experienced adult that helps the younger individual learn to navigate in the adult world and the world of work" (1985, p. 2). This definition echoes the *Oxford English Dictionary's* focus on a dyad consisting of a younger mentee and older mentor. Rather than age, other authors look to experience to define mentoring. Goodyear (2006) defines mentoring as "a process between two or more individuals who work together, in order to assist in the career development of the less experienced person" (p. 51). Eldredge's definition is nearly identical in meaning, stating that "traditional mentoring consists of a colleague with far more experience and knowledge guiding a less experienced and knowledgeable colleague in gaining full membership into a profession" (2010, p. 7). Several other authors define formal mentorship similarly (Zachary, 2005; Mavrinac, 2005; James, Rayner, & Bruno, 2015). Gehrke's (1988) definition of mentoring is the most simplistic of all - it is giving and receiving.

Changing Practices

Although mentoring is rooted in the well-established expert/protégé relationship, there are newer, more varied models worth considering, even if for the simple reason that academic librarians now engage in a variety of mentoring experiences. Mentoring may be part of a formal, required, dyadic experience, but so may it arise informally among peers. Further, the mentee is no longer always a protégé and may still benefit from mentoring even as they hold a leadership position.

Fyn (2013) notes that although the library literature has historically favored formal mentoring, the psychology literature encourages an informal mentoring approach because the relationships support a broader variety of mentee needs and have found to be more effective. More recent research in the library field supports this, indicating that not only do librarians prefer informal mentoring, it is also more effective for them (James, et al., 2015; Murphy, 2008; Ross, 2013). Bilodeau and Carson found that librarians show a strong pattern of turning to other people (i.e. librarians) to help fill information gaps and use peer mentoring as part of their self-directed learning system (2014).

Informal mentoring defined.

Informal mentoring has emerged as an alternative to structured mentoring programs. Generally, this type of mentoring encompasses any developmental relationship that does not exist as part of an organized mentoring program. The specific definition of informal mentoring, as was the case with formal mentoring, can be quite nuanced and varies from author to author. It is hard to define by nature because it is a “less specific kind of relationship than formal mentorship” and “encompasses traditional senior-junior relationships as well as group, bottom-up, situational, and lateral or peer mentorship” (James, et al., 2015, p. 532). Indeed, “anyone can mentor anyone else, for any length of time, with as many people involved as desired, with meetings or encounters happening physically or virtually” (James, et al., 2015, p. 532).

According to Zachary (2010), informal mentoring lacks “structured agreements or commitments, just two people committed to learning and a mentee who is motivated and open to change” (p. 12). MacKinnon and Shepley (2014) refer to this phenomenon as either “informal” or “accidental” mentoring and suggest that, rather than seeking out

professional advice from a senior colleague, this kind of mentoring emerges naturally “however and wherever your relationship already exists” (p. 3). James et al. “define informal mentorship as a mentoring relationship that was not planned as such, and was not made explicit, yet offers support, advice, and other benefits commonly associated with mentorship” (2015, p. 534). By its nature, informal mentoring plays a significant role in removing power imbalances in mentoring (Bilodeau & Carson, 2014, p. 29).

Another distinct difference between traditional and informal mentoring is that the former relies on dyads, while the latter can either be composed of a dyad or instead involve a network of many potential mentors who can be called upon as often or seldom as desired for a variety of needs (MacKinnon & Shepley, 2014; Olin, 2017). Some authors describe more specific varieties of informal mentoring, such as peer mentoring. This, according to Mavrinac (2005), “is a peer-to-peer developmental relationship that is premised on a multiple mentor approach in which benefit can be gained from a variety of experiences and people throughout an employee's career” (p. 398).

Fyn (2013) shares examples of a wide variety of informal mentoring approaches in practice at various American colleges and universities, including group mentoring. Peer mentoring groups are a resourceful way to crowd source mentoring needs and may offer a variety of types of support, such as providing feedback to group members on specific challenges or projects, sharing productivity tips, or discussing professional development activities (Fyn, 2013). These groups are often self-directed, create their own norms, and offer members support particularly as they work towards achieving tenure (Fyn, 2013). James et al. (2015) share examples that include an “informal tenure support group” (p. 537), “bottom-up mentorship” with junior librarians mentoring those

more senior (p. 533), use of social media to maintain and enhance professional networks, one-time or as-needed mentoring, and short-term “spot mentorship” (p. 533). Bilodeau and Carson (2014) describe a virtual community of practice that brought together library science students and academic librarians. They also note that relationships that begin as formal training dyads may also evolve as time passes into informal mentoring relationships. As lifelong learners in an ever-evolving field (Bilodeau & Carson, 2014), academic librarians are constantly looking for informal opportunities to learn from the people and information with which they come into contact (Farrell, 2019). Many subscribe to listservs on narrowly-defined academic library topics for this purpose while others turn to social media (Bilodeau and Carson, 2014).

Examples of Mentoring in Academic Libraries

In their research on mentoring throughout the library profession, Hussey and Campbell-Meier (2017) purport that “mentoring is often viewed as a significant influence on . . . professional career directions” (p. 500). In order to support their junior librarians, formal mentoring programs have been established in several university libraries, including California State University Long Beach, City University of New York, Colorado State University, Cornell University, Indiana University Purdue University Indianapolis, Louisiana State University, Pennsylvania State University, University of California Los Angeles, University of Delaware, University of Utah, and Yale (Hines, Kohut, Wright, & Young, 2015; IUPUI University Library, 2015; Kuyper-Rushing, 2001; Osif, 2008). According to research by Robbeloth, Eng, and Weiss (2013), only 46% of their sample made up of the “best” academic libraries in the United States had formal mentoring programs. The libraries in their sample “were identified from “top” and “best”

lists from ACRL [Association of College and Research Libraries] and the Princeton Review” (Robbeloth, et al., 2013, p. 10).

Peer mentoring programs have been formalized at some institutions as well. Stony Brook University implemented an annual “Juniors Retreat” at which untenured librarians give presentations on their research, offer poster presentations, and participate in a facilitated discussion on a topic related to library operations or administration (Lieberthal, 2009). The City University of New York’s untenured librarians started a Junior Faculty Research Roundtable (Cirasella & Smale, 2011). Both are organized by untenured librarians and officially recognized by their institutions.

Barriers for Mentoring

Despite the need for mentoring, challenges can prevent mentoring programs from being developed or flourishing. Due to natural attrition and organizational structure, there are fewer potential mentors in leadership positions than there are mentees desiring mentorship (Hines et al., 2015). Some librarians find required participation in a formal mentoring undesirable. As Kuyper-Rushing (2001) explains, Louisiana State University librarians initially expressed frustration after being presented with the plan for a new mentoring program. They “felt they were already overburdened with their workloads and did not need another obligation to fulfill” (Kuyper-Rushing, 2001, p. 442). This idea is supported elsewhere in the literature. As Hines et al. (2015) note, “in an era of doing more with less, mentoring only increases the work load of those in a position to mentor” (p. 295).

Working Definitions of Mentoring and Informal Mentoring

For the purposes of this study, mentoring is defined as a developmental relationship between two or more people. This allows for a variety of types of mentoring relationships and experiences to be considered. Informal mentoring will thus be defined as a developmental relationship between two or more people that develops outside of structured programs.

Impact on Satisfaction and Career Trajectory

The meaning of job satisfaction as it pertains to academic librarians has been thoroughly investigated by Bernstein (2009). In its most foundational sense, job satisfaction can be defined as “the extent to which people like their jobs” (Bernstein, 2009, p. 6). Bernstein’s study considers a bi-modal approach to understanding job satisfaction in accordance with Frederick Herzberg’s motivation-hygiene theory. According to this theory, job satisfaction and dissatisfaction are two factors independent of one another rather than being “points on the same continuum” (Bernstein, 2009, p. 5). Job satisfaction increases or decreases based on the extent to which higher-level needs are or not met - such as enjoying the intellectual tasks associated with a job, having one’s achievements recognized, or having responsibility over a project or functional area. Job dissatisfaction, by contrast, is related to lower-level needs such as whether one enjoys one’s colleagues, salary, and working conditions (Bernstein, 2009). Although this study is focused on the relationship between the faculty status of academic librarians and its relationship (or lack thereof) to job satisfaction, it also offers implications for mentoring as this practice could have an impact on both higher- and lower-level needs. As the

nature of the present study is not a bi-modal analysis, job satisfaction shall be defined as “a general affective reaction individuals hold about their jobs” (Bernstein, 2009, p. 8).

According to several studies, mentoring has been shown to increase job satisfaction (Allen, Poteet, & Burroughs, 1997; Fyn, 2013; Kram, 1985; Lorenzetti & Powelson, 2015; Mavrinac, 2005). Hammill, et al. (2017) describe this as greater personal satisfaction and improved attitude towards one’s work.

Research also links mentoring to employees reaching leadership positions within their organizations and other career successes (Fyn, 2013). According to Mavrinac (2005), it helps:

address the current challenges of the recruitment and retention of talented people for academic libraries, to assist in the processes of socialization and professionalism, to encourage librarians to assume leadership roles, to achieve greater diversity in leadership ranks, and to assist young professionals in achieving tenure. (p. 396)

Hammill, et al. (2017) report that “mentees are challenged and introduced to more opportunities which increase their visibility and the likelihood of being promoted” (p. 14). Neyer and Yelinek (2011) found that “librarians who have had mentors are significantly more likely to publish multiple peer-reviewed articles” (p. 219), and additionally, that the greater number of mentors an early-career faculty member has, the greater chance they will have a high rank and salary (p. 216).

Gaps exist in the literature regarding whether academic librarians who participate in certain types of mentoring experiences show increased job satisfaction or career success as measured by promotion to leadership positions. This study aims to lay a

foundation in these areas that will facilitate further research that could include: an analysis of academic librarians' promotion rates while factoring in mentoring relationships, and, at which point in the librarian mentee's career they received mentoring; or whether a correlation exists between the type of mentoring (formal vs. specific approaches to informal mentoring) and other markers of success, such as promotion to higher ranks or tenure.

Unique Challenges

In comparison to faculty in other academic colleges, librarians eligible for tenure and promotion face a unique challenge in meeting the necessary requirements due to the fact that their terminal degree is at the master's level. Osif (2008) explains this well:

In most academic fields, the new faculty member has been through the intense mentoring or advising that is inherent in the doctoral process. They have witnessed, if not participated in, the promotion and tenure process, they have had faculty work with them closely on their research, possibly their teaching, and can usually call upon their advisors when they have questions about their career. Few librarians have had that level of advising before they enter the profession, so mentoring is an important aspect of career development. (p. 346)

As Goodsett and Koziura (2016) note, few library science master's programs require a thesis. Even when a thesis is completed, Mitchell and Morton (1992) assert that it is "not comparable to doctoral research either in rigor or substance" and that "the M.L.S. program is not designed to produce researchers" (p. 383). Consequently, academic librarians are often held to similar publishing requirements as their other faculty peers but

lack adequate education to be successful in this area. Mentoring can help fill in this knowledge gap.

Once they enter the workforce, academic librarians also have the challenge of little time to devote to a research agenda. Lee (2009) describes an example of this expectation from Regent University:

Regent University Librarians are considered faculty, and therefore have the same criteria for promotion as the teaching faculty. As librarians have a different work load than teaching faculty, it is not considered necessarily a fair comparison.

Librarians do teach students how to utilize electronic databases, how to conduct research, and often assist the professor in the classroom. Across the United States “many university-wide tenure and promotion committees are expecting faculty-status librarians to publish” (Flatley & Weber, 2004, p. 488). Regent University shares this philosophy in that librarians are expected to publish in scholarly journals. (p. 35)

At the researcher’s place of work, Wichita State University, librarians hold faculty rank and must publish research in order to earn tenure. Their workload is broken down into assignments of 80% primary job duties (analogous to teaching, although oftentimes quite different), 10% research, and 10% service to the profession (Wichita State University Libraries, 2016). Academic librarians commonly hold twelve-month appointments in contrast to teaching faculty’s nine- or ten-month contracts (Townsend & Bugg, 2018). Projects and daily library work continue throughout the summer, leaving librarians struggling to find time for research and publication.

Academic Librarian Educational Requirements and Careers

The terminal degree for academic librarians is fairly well established. The Association for College and Research Libraries issued a statement in 1975, reaffirmed most recently in 2018, that “[t]he masters degree from a program accredited by the American Library Association . . . is the appropriate terminal professional degree for academic librarians” (n.p.). Some libraries additionally require a second master’s degree and/or PhD in a subject area (American Library Association, 2019). An example of this would be law librarian positions that require a master’s degree in library and information studies as well as a juris doctorate. This is the requirement in “fewer than 20% of the law librarian positions being filled”, however (American Association of Law Libraries, 2019), and is in line with academic librarian job postings generally. Ferguson’s research indicates that 20% of academic librarian positions require a second master’s degree (2016).

Career Advancement

As with most professions, career paths for academic librarians vary a great deal. Most commonly, however, entry-level academic librarians often begin in public services positions (Triumph & Beile, 2015). These librarians work directly with the public in a number of roles, including reference, instruction, circulation, and outreach. Technical services positions are more likely to require previous years of experience (Triumph & Beile, 2015).

Those who reach middle-management often have titles that include manager, department head, or coordinator. With the advancement in responsibility comes a major shift in daily duties. Hoffman (2017) writes that “[l]ibrarians in their first middle-

management position often express surprise at how different the position seems from their previous work as a librarian” (p. 32). Although middle managers may no longer work with the public, they oversee the duties of librarians and collaborate with administrators in other academic units outside of the library.

Academic librarian career paths typically only move in one direction: up the ladder of management. This is especially true the higher up the managerial ladder an academic librarian advances, as Ridley (2014) explains:

Typically, an administrative appointment is a permanent exit from the front line profession. Administrative librarians either stay in the role, move to another administrative appointment, or retire. This is especially true for the most senior position: the chief librarian (or university librarian or the library dean). (p. 1)

The library dean, at the very top of the academic librarian career path, not only manages the personnel and operations of the library but “should be a thought leader on campus whose vision and expertise influence education, research, and creative activity” (Justice, 2019, p. 9).

Earnings

Mean entry-level academic librarian salaries tend to range around \$45,000, and by mid-career, salaries rise to only around \$57,600 (Smith, 2012; Triumph & Beile, 2015). These generalities do not demonstrate the differences between salaries of different types of librarian specialties. The *Chronicle of Higher Education* regularly shares a portion of the College and University Professional Association for Human Resources’ salary data, known in higher education as “CUPA” data. According to this data set, median salaries

for academic librarians in entry level positions at doctoral granting institutions earn anywhere from around \$50,000 to \$60,000.

Median salaries at the same types of intuitions for those in managerial positions range from roughly \$70,000 to \$80,000 (Chronicle of Higher Education, 2017, August 3; for more nuanced information, see Appendix A). By contrast, the median salary for a library dean at the same type of institution is \$188,540 (Chronicle of Higher Education, 2017, August 13). Salaries at master's, baccalaureate, and associate-granting institutions are respectively lower.

Conclusion

Although there is a lack of consensus around the definition of mentoring, many workable definitions have been presented and considered. Research on mentoring practices in academic libraries was offered, including many practical examples of informal mentoring activities that could be easily implemented. Prior research supports a correlation between mentoring and both advancement into leadership positions and increased career satisfaction. The unique challenges faced by academic librarians within the academy, including the master's level terminal degree, were offered. Finally, the significant financial incentive for advancing into a leadership role was presented.

Chapter III

METHODOLOGY

The purpose of this study was to assess the role that mentoring plays in academic librarians' job satisfaction and career trajectories as well as describe the types of mentoring experienced by academic librarians. The study was survey-based and was distributed to librarians employed by academic institutions in the United States. The survey was hosted by Qualtrics and disseminated via emails to academic library listservs and social media. The survey instrument is primarily quantitative in nature with a limited number of qualitative questions. Quantitative questions were analyzed through correlational statistics and descriptive statistics, while qualitative responses were analyzed through textual coding.

Research Questions and Hypotheses

The following are research questions that guided the study:

1. Have significantly more academic library leaders benefited from a mentoring relationship early in their careers than academic librarians in non-administrative roles?
 - H1_o There is no statistically significant relationship between academic librarians' early mentoring experiences and progression into library administration.

- H1_a There is a statistically significant relationship between academic librarians' early mentoring experiences and progression into library administration.
2. Do those who have had the benefit of a mentoring relationship feel significantly more overall satisfaction with their career trajectory?
- H2_o There is no statistically significant relationship between academic librarians' mentoring experiences and overall satisfaction with their career trajectory.
 - H2_a There is a statistically significant relationship between academic librarians' mentoring experiences and overall satisfaction with their career trajectory.
3. What kinds of mentoring have academic librarians and leaders experienced and at which career stages?

Type of mentoring experienced:

- Formal/informal
- Required/voluntary
- Internal/external to the institution

Career stage during mentoring experience(s):

- Entry-level or prior
- Mid-career
- Leadership

Research Design

This study was approved by the Valdosta State University Institutional Review Board (protocol number 03744-2018; see Appendix B). A survey instrument, titled “The Impact of Mentoring Experiences on Academic Librarians’ Job Satisfaction”, was created by the researcher (see Appendix C) and disseminated via Qualtrics. The initial instrument was self-designed but based on a survey created by Bernstein (2009). The survey was piloted with academic library administrators and revised based on their feedback. This also helped establish the expected time commitment of participants, which was between ten and fifteen minutes.

Instrumentation

The study was composed of qualitative and quantitative questions, including 22 multiple choice questions and 2 open-ended questions. Questions related to the participants’ mentoring experience(s), employment history, perception of their career satisfaction and success, and demographics. Concurrent validity was enhanced through repetitive themes in attitudinal questions designed to present similar concepts in a variety of ways. The open-ended questions were designed to collect detailed information about the participants’ current job title and most impactful mentoring experience.

The survey link was shared via email on academic library listservs (see Appendix D). It was also distributed to librarian communities on social media via Facebook and Twitter.

Participants

The target population of this study was academic librarians. This includes librarians employed at a college or university library, regardless of faculty status,

Carnegie classification, or any other institutional indicator. Current employment as an academic librarian was a qualifying question for participation in the study. Seventy-one responses were received: 67 participants were academic librarians, 2 were eliminated for not being employed as academic librarians, and 2 additional participants began and did not complete the survey.

Data Analysis

Multiple-choice survey responses were analyzed through Qualtrics' reporting systems and Excel tables (in the case of descriptive statistics) and the Statistical Package for the Social Sciences (SPSS) software program (for correlational statistics).

Descriptive statistics provide insight into what is happening with a given area of inquiry without seeking to answer why it is happening. One of the study's three research questions (question 3) relies upon descriptive statistics to present a snapshot of mentoring within the academic library profession: What kinds of mentoring have academic librarians and leaders experienced and at which career stages? Academic librarians and academic library leaders were asked to describe their mentoring experiences and the responses are presented here to inform readers of current practices in this area.

The other two research questions (1 and 2) required analysis through correlational statistics. Through this process, using the SPSS software package, the researcher sought to identify whether connections between variables were present that would indicate a relationship. It is important to note that although correlations indicate a pattern wherein variables tend to occur together, they do not and are not intended to prove causation between one variable and another. The relationship between variables was evaluated

using Pearson correlation coefficients and Cohen's (1988) guidelines for interpreting the strength of relationships.

Open-ended text entry responses were analyzed by a cyclical process of values coding. This process involves reviewing the participants' responses, identifying commonalities or patterns present in the responses, reviewing responses to sort them into like groups, and repeating the cycle until the information is distilled into the smallest number of categories that accurately represents the meaning of the users' responses. The primary limitation of this process is that it eliminates nuance; however, the resulting product presents a large quantity of text in a smaller, more readily understood format.

The author extracted and reviewed textual data from open-ended survey questions to discover patterns and commonalities, drafted themes, applied themes to data, reviewed themes, revised themes, and repeated the process until suitable themes were discovered that held true to the participants' intentions. The iterative process was then repeated to enhance reliability of coding schemes. The coding method allowed grouping of like responses despite slight variations in language that were not substantive or meaningful for this project. This qualitative coding process was used on survey questions number 5, 9, and 13 (see Appendix C). The results show what patterns, if any, are present in respondents' job titles and mentoring experiences.

Limitations

The generalizability of this study is limited due to the population sample. Although a larger pool of participants would instill greater confidence, the results can help further the dialog around effective mentoring practices for academic librarians. It

would be helpful to repeat the study with a larger population or locate a data set containing similar information.

Another limitation of the study is the primarily quantitative research design. Although a definition of mentoring was provided, participants expressed divergent beliefs around what does and does not constitute a mentoring experience - particularly in the case of informal mentoring. Further study should be done in order to more comprehensively define informal mentoring and evaluate its impact on the field of academic librarianship.

Summary

In this chapter, the study's three research questions were presented. Research methods for analyzing each research question were identified and explained. Two research questions relied upon correlational statistics for analysis, while one was analyzed using descriptive statistics. The values coding process employed for open-ended survey questions was described. This method was chosen in order to provide insight into the variety of survey participants' job titles, which formal mentoring programs they had participated in, and where they had found informal mentoring opportunities. Finally, limitations for the research methods were presented.

Chapter IV

RESULTS

The results of descriptive and correlational statistical analyses and qualitative coding process will be presented in this chapter. The correlational statistics, specifically Pearson correlational coefficients, that met a statistical significance of $p < .05$ (2-tailed) are shared below. Many correlations were not significant and do not merit mention in this chapter. The strength of correlations are interpreted to be small, medium, or large according to Cohen's (1988) guidelines (see Table 1 below).

Table 1

Interpreting Strength of Relationships

Small	$r = .10$ to $.29$
Medium	$r = .30$ to $.49$
Large	$r = .50$ to 1.0

Demographics

Respondents to the survey were predominantly female (81.03%). Other genders reported were male (12.07%) and non-binary (3.45%), with some (3.45%) preferring not to say. Ages of respondents were more varied. The largest group (40.35%) was aged 30-

39, with 40-49 (31.58%) close behind. Other age groups represented include 50-59 (14.04%), 60 and over (10.53%), and under 30 (3.51%).

Job Titles of Respondents

Specific job titles of respondents varied significantly. In order to preserve their anonymity (for instance, the researcher's current job title, Associate Dean for Academic Engagement and Public Services, is unique and could be used as an identifier) and present generalizable information, job titles were coded according to the following standard types. The most common job titles were reference/instruction/liaison librarian, director/dean, senior librarian/department head (public services or technical services), and assistant/associate university librarian/director/dean.

Table 2

Standardized Job Titles of Respondents

Theme	Frequency
Reference/Instruction/Liaison Librarian	17
Director/Dean	14
Senior Librarian/Department Head	11
Assistant/Associate University Librarian/Dean	8
Librarian	4
Electronic Resources Librarian	3
Assessment Librarian	2
Associate Professor	2
First Year Experience/Outreach Librarian	2
Cataloger	1
Collection Development Librarian	1
Project Librarian	1
University Archivist	1

Based on job title, there was a nearly even split between respondents in administrative (34) and non-administrative roles (33). According to responses, however, 65.52% reported being in a leadership position in their academic libraries whereas 34.48% were not. One cause for this discrepancy is likely due to the lack of nuance in job titles; for example, it is nearly impossible to tell whether an “instruction librarian” participates in or coordinates instructional operations at an academic library. Another is that leadership positions were not defined in the survey, leaving this open to interpretation by participants.

Academic Library Leaders and Early Career Mentoring

One aspect of mentoring this study evaluated was the possible correlation between early-career mentorship and an academic librarian’s progression into a leadership position. In this case, early-career mentoring was defined as a mentoring experience in the librarian’s first five years in the profession. In order to evaluate whether early-career mentoring had an impact on one’s progression to academic library leadership positions, the percentages of leaders with this mentoring experience (or lack thereof) were compared to those in non-leadership positions. Due to the lack of a statistically significant correlation, the null hypothesis H1_o that there is no statistically significant relationship between academic librarians’ early mentoring experiences and progression into library administration cannot be rejected. There was virtually no difference between the leaders’ and non-leaders’ reported mentoring experiences. The results are summarized in the following table.

Table 3

Leadership Role vs. Early-career Mentoring Experience

Library leaders with early-career mentors	28	73.6%
Library leaders without early-career mentors	10	26.3%
Non-leaders with early-career mentors	15	75%
Non-leaders without early-career mentors	5	25%

Career Satisfaction and Mentoring

Another aspect of this study was investigating a connection between mentoring and career satisfaction. Correlations were evaluated between several variables from the survey that represented participation in a mentoring experience, including:

Q9. Have you participated in a formal mentoring program? (yes/no)

Q12. Have you been mentored by an informal mentor? (yes/no)

Q14. Have you participated in any other types of mentoring? Examples may include peer mentoring, communities of practice, participation in online professional forums, using social media for mentoring, etc. (yes/no)

And career satisfaction:

Q18. I am satisfied with my present job. (Likert scale: strongly agree/agree/neither agree nor disagree/disagree/strongly disagree)

Q21. I am happy that I became an academic librarian. (Likert scale)

Q22. I am satisfied with the trajectory of my career. (Likert scale)

There were no statistically significant correlations observed between having been mentored and career satisfaction for any pairing of these variables, therefore, the null hypothesis H2_o cannot be rejected.

Types of Mentoring Experienced

A primary focus of this project was to describe current mentoring practices that academic librarians experience. In order to know how best to support librarians in an academic setting, it is important to know what support they are receiving and how effective they feel it has been.

Academic librarians report having experienced a variety of types of mentoring. Most commonly (79.37%), they have had an informal mentor. Nearly half (46.27%) report participation in a formal mentoring program, and a majority (70.97%) have also participated in other types of mentoring.

Participants were also asked to describe in their own words any additional types of informal mentoring they had experienced (see Appendix C, question 14). Although their answers merit analysis, that will be left for a future study. In summary, however, academic librarians found informal mentoring opportunities by blogging, creating or participating in communities of practice, staying in touch with fellow conference attendees, interacting with local peers, other peer mentoring experiences, online forums, and more. The most common informal mentoring types experienced were peer mentoring and social media (specifically Facebook and Twitter). One responded, “I consider most of my professional interactions to be a form of mentoring, one way or another.” Regarding social media, a librarian responded, “Peer mentoring has been a huge part of my mentoring process, and social media groups (Facebook in particular) have been incredibly beneficial.” Some struggled with the concept of informal mentoring, such as the respondent who said, “I’m not sure what this means, I guess . . . do I have some kind of situation where I’d say “you’re mentoring me right now!”? No?”.

Mandated participation in a mentoring program/relationship was strikingly low, with just 2 participants (7.41%) reporting that they had been required to engage in mentoring. The vast majority (92.59%) participated on a voluntary basis. In most cases, academic librarians report having a mentor employed at another institution (i.e. external; 84%) rather than an internal mentor at their own place of work (16%).

Career Stages during Mentoring Experiences

Of those who reported having a mentor at some point in their careers, the majority (65.93%) of experiences occurred early in the librarians' careers, either in their first year as an academic librarian (29.67%) or after their first year but prior to their fifth year in the field (36.26%). The likelihood that participants had a mentor decreased as experience in the field increased, with 25.27% reporting having a mentor in years six through ten of their careers and just 8.79% in years eleven and greater.

Other Correlations

Although they do not specifically address the study's research questions, the significant correlations identified in this project are presented in Table 4.

Table 4

Correlations

Variables	r =	n	p
Participation in other types of mentoring (Q14) & aspiration to move into a leadership position (Q25)	-.512	20	<.05
Participation in a formal mentoring program (Q9) & other types of mentoring (Q14)	.328	62	< .001
Satisfaction with present job (Q18) & career trajectory (Q22)	.658	58	< .001
Happy with choice to become an academic librarian (21) & satisfied with career trajectory (Q22)	.474	58	< .001

Regarding mentoring and academic library leadership, a negative correlation between having participated in other types of mentoring and aspiration to move into a leadership position was shown at the $r = -.512$, $n = 20$, $p < .05$ level. Considering mentoring experiences alone, results did indicate a medium positive correlation, $r = .328$, $n = 62$, $p < .001$, between those who have participated in a formal mentorship program and those who have participated in other types of mentoring. As far as career satisfaction is concerned by itself, some significant correlations were present. A relationship between those satisfied with their present job and the trajectory of their career was verified, showing a large positive correlation of $r = .658$, $n = 58$, $p < .001$. A medium positive correlation between those who were happy they had become academic librarians and those satisfied with the trajectory of their career was also shown at the $r = .474$, $n = 58$, $p < .001$ level.

Summary

In this chapter, results of descriptive and correlational statistical analyses and themes from qualitative coding were presented. Participants' demographics were shared in order to give the reader a sense of who responded to the survey request. Job titles among respondents were listed, the most common being Reference/Instruction/Liaison Librarian, narrowly outnumbering Dean/Director. The proportion of leadership to non-leadership positions, nearly an even split, was described.

Leaders' mentoring experiences within their first five years in the field were presented and compared to those of non-leaders through descriptive statistics. There was virtually no difference between the numbers of leaders and non-leaders who had received early-career mentoring (~75%) and those who had not (~25%). The relationship between

career satisfaction of academic librarians and mentoring was explored through correlational statistics; no statistically significant correlations were observed.

Participants were asked which types of mentoring they had received. Almost 80% reported having an informal mentor, while formal mentoring programs were the least common at just 46%. Types of informal mentoring experienced, from social media mentoring to communities of practice, were also presented. More than 65% of mentoring experiences were reported to have occurred in the academic librarians' first five years in the profession.

Finally, the correlations that were identified were presented at the end of the chapter. These correlations do not specifically address the research questions of this study but do raise interesting questions for further research. The strongest correlation identified was a large negative correlation between participation in other types of informal mentoring and aspiration to move into a leadership position, however the *n* value for this correlation is small at only 20 participants compared to approximately 60 for the other significant correlations. Additional commentary and analysis regarding these findings will be presented in the final chapter.

Chapter V

ANALYSIS AND CONCLUSION

The results of this survey are not prescriptive. No correlation between having been mentored and either progression to academic library administration or career satisfaction was indicated. In no way should this diminish the value of mentoring on individuals' career trajectories, personal satisfaction, as well as a variety of other potentially positive impacts. Instead, it simply means an academic librarian should not enter into a mentoring arrangement under the assumption that it will necessarily lead to either of these outcomes.

Research Question 1: Mentoring and Academic Library Leadership

In this survey, librarians were asked about their career stage (early vs. leadership) as well as if and when they had been mentored in order to establish whether significantly more academic library leaders benefited from a mentoring relationship early in their careers than academic librarians in non-administrative roles (research question 1). The results did not show a correlation between early-career mentoring and reaching a leadership position. Early-career mentoring alone does not enhance academic librarians' progression to administration.

The most common time for academic librarians to experience mentoring was early-career, and especially in the first five years of employment (65.93%). As academic librarians progress through their employment, and in some cases achieve tenure if they

hold faculty status, they were less likely to continue to have a mentor. The least represented group experiencing mentoring was those who had been in the field for eleven years or more (8.79%). A few factors could contribute to this. If a librarian had been in a similar position for those eleven or more years, they may no longer feel much need to have a mentor and may have instead begun mentoring early-career librarians themselves. There are also fewer librarians at each progressively more administrative rank; if librarians with more years of employment sought mentors in leadership positions, they would tend to become increasingly fewer and less available for mentoring. As this part of the study was purely descriptive in nature, determining the cause of seeking mentoring at different career stages was beyond the scope of this project.

The lack of correlation between early-career mentoring and leadership potential also reflects the variety of paths librarians take throughout their careers. Like other academic faculty, academic librarians' positions are highly specialized. For example, a political science faculty member may specialize in the presidency, or even presidential transitions. An academic librarian may similarly specialize in a variety of public and technical services roles, such as acquisitions, electronic resources, music cataloging, information literacy instruction, liaison work with the humanities, and so forth. As their other faculty colleagues start out specializing in a discipline before even considering such administrative roles as provost or dean, nor do academic librarians start out their careers specializing in academic library administration. It seems likely that early-career librarians may be receiving mentoring that relates closely to their entry into the profession rather than management or leadership skills. Librarians move through their

careers and often seek guidance along the way, and when it is time to consider leadership, they may or may not seek out mentoring in this area.

Research Question 2: Mentoring and Career Satisfaction

No significant correlations were found between any variety of mentoring and career satisfaction. As they are based on interpersonal relationships, mentoring relationships are naturally complex. Any number of obstacles to a successful mentoring pairing (or group mentoring relationship, as the case may be) could be present, from a mismatch in career aspirations, insurmountable differences of opinions, lack of time or resources to devote to the relationship, inexperience giving or receiving feedback, a misunderstanding about the scope of the mentoring relationship, feelings of burnout—even implicit biases on one or more sides. The lack of correlation represents this complexity and shows that many more things contribute to career satisfaction than mentoring alone.

Research Question 3: Types of Mentoring Experienced

Academic librarians reported a wide variety of mentoring experiences. Forty-six percent have participated in a formal mentoring program, which was in almost every case voluntary, and mentors were employed at a different institution 84% of the time. Seventy-nine percent of academic librarians said they had been informally mentored, which in this case is defined as a developmental relationship between two or more people that develops outside of structured programs. Seventy-one percent had participated in other types of mentoring (examples include peer mentoring, communities of practice, participation in online professional forums, using social media for mentoring, etc.). These results are an indication of how widespread informal mentoring has become, and

that participation in informal mentoring opportunities far surpasses that of formal mentoring relationships.

Discussion of Other Correlations

The only significantly significant correlations were outside of the stated research questions. One particularly noteworthy finding is the negative correlation ($r = -.512$, $n = 20$, $p < .05$) between having participated in another type of mentoring experience (such as peer mentoring, group mentoring, mentoring via social media, etc.) and the aspiration to move into a leadership position. More research is needed to determine why the negative correlation exists. To speculate, however, this could suggest that learning about what leadership positions are like through personal learning networks influences librarians to no longer desire them. The more they learn about the work, the less appealing they may become. It could also indicate that the librarians who choose to engage in these types of mentoring are not the same group as those who aspire to leadership. Especially in the case of social media, perhaps aspiring leaders are more cautious about what they share online.

The correlation present between those who sought out formal mentoring programs and those who participated in other forms of mentoring ($r = .328$, $n = 62$, $p < .001$) indicates that these librarians tend to see some value in mentoring. Although it may not be in developing leadership potential or enhancing their career satisfaction, they find something beneficial enough in one type of experiences to seek out other types of mentoring opportunities.

Results indicate a large ($r = .658$, $n = 58$, $p < .001$) correlation between those satisfied with their present job and the trajectory of their career. One possible

explanation for this is that, as stated in Chapter 4 “Job Titles of Respondents”, 65.52% of participants reported being in a leadership position in their academic libraries at the time they took the survey. Perhaps those who are already in leadership positions are quite satisfied with their career trajectories. Without further study there is no way to know why this correlation exists beyond speculation.

A medium correlation ($r = .474$, $n = 58$, $p < .001$) between those who were happy they had become academic librarians and those satisfied with the trajectory of their career was also shown. These variables are very similar to one another, so there should be no surprise that they are correlated.

Implications for Practice

If mentoring in academic librarianship is to improve to better meet the needs of the field, administrators and librarians alike must place more import on all varieties of mentoring. Administrators should seek to stay current with trends in this area in order to propose new ways to support their librarians. Librarians must also advocate for their own mentoring interests and needs. Neither group can be expected to have the full picture of current best practice. Robust communication and a culture of trying new methods needs to be established as well.

Administrators can encourage mentoring activities not only by proposing them to academic librarians, but also providing adequate meeting space, time in librarians' schedules to pursue mentoring opportunities, and even incentivizing participation by offering funding for work lunches or coffee breaks between mentoring pairs as available. Assigning a mentor in advance of a new librarian's integration to the organization would help them transition and signal support. To encourage the assigned mentor to play an

active role in the new librarian's professional education, administrators can provide training on best practices and reward documentation of mentoring activities through the promotion and tenure process. Legitimizing informal mentoring by making explicit the understanding that use of social media, making time for informal conversation, and similar activities are encouraged would also benefit new librarians.

New librarians would do well to establish an informal mentoring community in whatever medium is most comfortable to them as soon as they enter the profession. Having this network will enable the librarian to seek help or advice from people with a variety of areas of experience and expertise. They should not rule out the possibility of participating in formal mentoring programs as well – particularly from outside of their organizations. Many professional associations offer formal mentoring programs that are well-suited to offer this support.

This study demonstrates that academic librarians seek out multiple mentoring experiences or modes. Their need is not fulfilled by a single mentoring opportunity. Prioritization of informal mentoring in particular would be a prudent use of limited resources given that research in the library field supports its effectiveness and librarians' preference for it (James, et al., 2015; Murphy, 2008; Ross, 2013).

The prevalence of informal mentoring suggests a need to develop ways to support positive informal mentoring experiences and evaluation measures to ensure mentors and mentees are seeing positive outcomes. It also suggests a need to value informal mentoring as part of a faculty librarian's service package when being considered for promotion and/or tenure, or in the case of academic librarians who are staff, find a way to factor it into their workload. Though this study focused on academic librarians, there

may also be a role for library science master's programs to include educational opportunities to help all future librarians develop mentoring skills.

A challenge academic library administrators may face is finding enough mentors to guide junior faculty through the promotion and tenure process at their institution. At the researcher's institution, for example, there are currently 9 tenure-track librarians and only 4 tenured librarians in non-administrative positions. The tenured librarians have greater service loads in order to protect the junior faculty's time for research and publication prior to tenure. As Kuyper-Rushing (2001) and Hines et al. (2015) expressed, not all academic librarians appreciate having to add mentoring to an already heavy workload.

Suggestions for Further Study

A study regarding the complexities of mentoring experiences librarians seek out would benefit leaders as they try to ensure enough opportunities for mentoring are available and that they serve enough librarians. Are a small group of academic librarians participating in all varieties of mentoring? Could they do with less? Do others need more? Qualitative inquiry could help examine why these librarians seek out multiple types of mentoring and what benefit they get from each. Also, reasons for the surge in informal mentoring should be investigated. Do academic librarians prefer this kind of mentoring and have a vocational need for it, or is it becoming a form of therapy that allows academic librarians to vent in an age of "vocational awe" (Ettarh, 2018) and low morale (Kendrick, 2017)?

Other research has been and should continue to be done about the causes of career satisfaction among academic librarians and the factors that make a librarian likely to

pursue a career in leadership. Satisfaction is highly personal and subjective, and there are likely other ways an academic librarian ought to pursue it outside of academic literature. The career satisfaction of leaders versus non-leaders would also be beneficial to study in order to inform the career decisions of early-career academic librarians.

Conclusion

There is no formula for librarians moving up in the ranks of academic leadership in the same way as one progresses from assistant professor to associate and so on. The right opportunity must present itself to the right person at the right time. Although this study did not indicate that mentoring causes career satisfaction or enhances a librarian's career trajectory towards becoming a leader, hopefully it sheds light on avenues for further study in this area. The information presented will also be useful to academic library leaders who are responsible for planning and overseeing mentoring programs.

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Appendix A:

Median Salaries of Library Professionals, by Institution Type, 2016-17

Specialty	Doctoral	Master's	Baccalaureate	Associate	Special/ other
Access services	\$60,141	\$47,480	\$43,603	\$55,262	\$56,375
Cataloger (Level I)	\$50,342	\$41,563	\$41,369	\$50,000	\$42,718
Cataloger/metadata (Level II)	\$62,490	\$55,068	\$54,230	\$49,876	\$52,294
Data and geographical information	\$61,561	\$71,071	\$63,925	-	-
Distance education	\$60,853	\$52,755	\$56,371	\$61,903	\$48,750
Electronic resources/serials	\$61,970	\$53,030	\$55,554	\$76,957	\$37,908
Emerging technology	\$59,223	\$58,396	\$60,621	\$84,246	\$63,761
Government documents/publications	\$62,000	\$57,043	\$55,485	\$53,075	-
Head of access services	\$73,250	\$54,914	\$68,055	\$60,148	\$65,266
Head of acquisitions	\$70,179	\$60,732	\$49,236	\$52,218	\$51,387
Head of branch library	\$82,650	\$60,694	\$76,229	\$84,872	\$49,375
Head of cataloging	\$71,567	\$60,833	\$64,525	\$57,591	\$52,000
Head of collection development	\$80,833	\$69,180	\$63,862	\$58,263	\$63,985
Head of public services	\$76,805	\$61,333	\$59,771	\$62,583	\$53,690
Head of reference and instruction (Reference Level II)	\$67,512	\$61,498	\$59,530	\$68,916	\$59,570
Head of special collections and archives	\$77,011	\$57,510	\$65,799	\$52,981	\$51,000
Head of technical services	\$79,682	\$62,873	\$57,643	\$57,114	\$56,328
Media	\$67,987	\$56,000	\$49,753	\$69,332	-
Reference and instruction (Reference Level I)	\$58,227	\$52,000	\$52,562	\$60,300	\$47,840
Special collections and archives	\$61,305	\$51,000	\$56,838	\$60,919	\$63,491
Systems/digital resources	\$74,406	\$56,784	\$57,908	\$56,794	\$53,100
User experience/assessment	\$67,957	\$52,576	\$63,000	-	\$42,677

Source: Chronicle of Higher Education. (2017, August 3).

Appendix B:

IRB Protocol Exemption Report



***Institutional Review Board (IRB)
For the Protection of Human Research Participants***

PROTOCOL EXEMPTION REPORT

Protocol Number: 03744-2018

Investigator: Ginger Williams

Supervising Faculty: Dr. James Archibald

PROJECT TITLE: *The Impact of Mentoring Experiences on Academic Librarian's Job Satisfaction.*

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **Exempt** from Institutional Review Board (IRB) oversight under Exemption **Category 2**. Your research study may begin immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.

ADDITIONAL COMMENTS:

- *Upon completion of the research study all data (transcripts, data lists, etc.) must be securely maintained (locked file cabinet, password protected computer, etc.) for a minimum of 3 years and only accessible by the researcher.*

☒ *If this box is checked, please submit any documents you revise to the IRB Administrator at irb@valdosta.edu to ensure an updated record of your exemption.*

Elizabeth Ann Olphie **12.03.2018**
Elizabeth Ann Olphie, IRB Administrator

*Thank you for submitting an IRB application.
Please direct questions to irb@valdosta.edu or 229-253-2947.*

Appendix C:
Survey Instrument

Start of Block: Qualifying question

Q1 You are being asked to participate in a survey research project entitled “The Impact of Mentoring Experiences on Academic Librarians' Job Satisfaction,” which is being conducted by Ginger H. Williams, a graduate student at Valdosta State University. This survey is anonymous. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

Questions regarding the purpose or procedures of the research should be directed to Ginger H. Williams at ghwilliams@valdosta.edu. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-259-5045 or irb@valdosta.edu.

Q2 Are you currently employed as an academic librarian?

Yes (1)

No (2)

Skip To: End of Survey If Are you currently employed as an academic librarian?

= No

End of Block: Qualifying question

Start of Block: Professional experience

Q3 How long have you been a professional librarian?

- 0-3 years (1)
- 4-10 years (2)
- 11-20 years (3)
- More than 20 years (4)

Q4 Which status best fits your current position?

- Faculty, tenured (1)
- Faculty, tenure-track (2)
- Faculty, non tenure-track (3)
- Academic staff (4)
- Other (5) _____

Q5 What is your title?

Q6 How long have you been in your current position?

- 2 years or less (1)
- 2-5 years (2)
- 6-10 years (3)
- 11-15 years (4)
- 16 or more years (5)

Q7 Which degree(s) have you earned? (choose all that apply)

- MLS/MLIS degree (1)
- Additional Master's degree (2)
- Certification (e.g. School Library Media, Archives, Medical Library Association) (3)
- Doctoral Degree (4)
- Other (5) _____

End of Block: Professional experience

Start of Block: Mentoring experiences

Q8 This section contains questions about mentoring experiences.

Specifically, mentoring can be defined as a developmental relationship between two or more people.

Q9 Have you participated in a formal mentoring program? (Ex: ACRL Instruction Section Mentoring Program; ACRL Dr. E. J. Josey Spectrum Scholar Mentor Program; LLAMA Mentoring Program, etc.)

Yes (please specify) (1) _____
No (2)

Display This Question:

If Have you participated in a formal mentoring program? (Ex: ACRL Instruction Section Mentoring Prog... = Yes (please specify)

Q10 Was your participation in the mentoring program mandated by your employer?

Yes (1)
No (2)

Display This Question:

*If Have you participated in a formal mentoring program? (Ex: ACRL Instruction
Section Mentoring Prog... = Yes (please specify)*

Q11 Was your mentor employed at the same institution as you (internal) or a
different one (external)?

Internal (1)
External (2)

Q12 Have you been mentored by an informal mentor? Informal mentoring can be defined as a developmental relationship between two or more people that develops outside of structured programs.

Yes (1)

No (2)

Display This Question:

If Have you been mentored by an informal mentor? Informal mentoring can be defined as a developmenta... = Yes

Q13 Where did you find an informal mentor? (select all that apply)

Social media (1)

Networking at conferences (2)

Through friends (3)

Other (4) _____

Q14 Have you participated in any other types of mentoring? Examples may include peer mentoring, communities of practice, participation in online professional forums, using social media for mentoring, etc.

Yes (please describe) (1) _____

No (2)

Display This Question:

If Have you participated in a formal mentoring program? (Ex: ACRL Instruction Section Mentoring Prog... = Yes (please specify)

Or Have you been mentored by an informal mentor? Informal mentoring can be defined as a developmenta... = Yes

Or Have you participated in any other types of mentoring? Examples may include peer mentoring, commu... = Yes (please describe)

Q15 At what career stage(s) did you/have you had a mentor?

Year 1 or before (1)

Year(s) 2-5 (2)

Year(s) 6-10 (3)

Year(s) 11+ (4)

Display This Question:

If Have you participated in a formal mentoring program? (Ex: ACRL Instruction Section Mentoring Prog... = Yes (please specify)

Or Have you been mentored by an informal mentor? Informal mentoring can be defined as a developmenta... = Yes

Or Have you participated in any other types of mentoring? Examples may include peer mentoring, commu... = Yes (please describe)

Q16 What mentoring relationship has had the most significant impact on your career? Please describe.

End of Block: Mentoring experiences

Start of Block: Attitudinal questions

Q17 The questions in this section are about your job satisfaction and career goals.

Q18 I am satisfied with my present job.

Strongly agree (1)

Somewhat agree (2)

Neither agree nor disagree (3)

Somewhat disagree (4)

Strongly disagree (5)

Display This Question:

*If Have you participated in a formal mentoring program? (Ex: ACRL Instruction
Section Mentoring Prog... = Yes (please specify)*

*Or Have you been mentored by an informal mentor? Informal mentoring can be
defined as a developmenta... = Yes*

*Or Have you participated in any other types of mentoring? Examples may include
peer mentoring, commu... = Yes (please describe)*

Q19 There is a strong relationship between my job satisfaction level and the
support I have received from a mentor.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Display This Question:

*If Have you participated in a formal mentoring program? (Ex: ACRL Instruction
Section Mentoring Prog... = Yes (please specify)*

*Or Have you been mentored by an informal mentor? Informal mentoring can be
defined as a developmenta... = Yes*

*Or Have you participated in any other types of mentoring? Examples may include
peer mentoring, commu... = Yes (please describe)*

Q20 My level of job satisfaction would change if I had not had a mentor.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)

Strongly disagree (5)

Q21 I am happy that I became an academic librarian.

Strongly agree (1)

Somewhat agree (2)

Neither agree nor disagree (3)

Somewhat disagree (4)

Strongly disagree (5)

Q22 I am satisfied with the trajectory of my career.

Strongly agree (1)

Somewhat agree (2)

Neither agree nor disagree (3)

Somewhat disagree (4)

Strongly disagree (5)

Q23 I am currently in a leadership position at my institution.

True (1)

False (2)

Display This Question:

If I am currently in a leadership position at my institution. = True

Q24 I would not be in a leadership position had I not had a mentor.

Strongly agree (8)

Somewhat agree (9)

Neither agree nor disagree (10)

Somewhat disagree (11)

Strongly disagree (12)

Display This Question:

If I am currently in a leadership position at my institution. = False

Q25 I aspire to move into a leadership position someday.

Strongly agree (1)
Somewhat agree (2)
Neither agree nor disagree (3)
Somewhat disagree (4)
Strongly disagree (5)

End of Block: Attitudinal questions

Start of Block: Demographic

Q26 What is your age?

Under 30 (1)
30-39 (2)
40-49 (3)
50-59 (4)
60 or over (5)

Q27 What is your gender?

Female (1)
Male (2)
Non-binary (3)
Prefer to self-describe (4) _____
Prefer not to say (5)

End of Block: Demographic

End of Survey

Appendix D:
Participant Solicitation Email

Ginger Williams <gingerhwilliams@gmail.com>

Thu, Dec 6, 2018 at 3:30 PM

To: acrlleadershipdg@lists.ala.org, uls-l@lists.ala.org, lama-mmdg@lists.ala.org, libadmin@lists.ala.org, acrdghps@lists.ala.org

Hello,

I am soliciting participants for a survey research project entitled "The Impact of Mentoring Experiences on Academic Librarians' Job Satisfaction". As a graduate student at Valdosta State University, I am conducting this research in support of a thesis for an M.Ed. in Higher Education Leadership. If you are currently employed as an academic librarian, you meet the criteria for this study.

About the study

By identifying the mentoring experiences of academic librarians in relation to their job satisfaction, I hope to build upon the literature in this area to identify best practices for supporting academic librarians. Perspectives of participants should suggest an array of actionable strategies to help mentor librarians in support of their professional growth, advancement, and job satisfaction. The potential benefit to the field includes enhanced retention and healthier organizations.

About the survey

This online survey should take approximately 10-15 minutes. This survey is anonymous. No one, including me, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

To complete the survey, please visit: https://valdosta.co1.qualtrics.com/jfe/form/SV_77zNBxe0n5YLuwl

Questions regarding the purpose or procedures of the research should be directed to Ginger H. Williams at ghwilliams@valdosta.edu. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-259-5045 or irb@valdosta.edu.

Thank you,
Ginger H. Williams

Graduate Student, M.Ed. Higher Education Leadership program
Valdosta State University
and Associate Dean for Academic Engagement and Public Services
Wichita State University Libraries